



Wright Elementary

1136 Wright School Road
Belton, SC 29627

Grades	K-6 Elementary School	
Enrollment	182 Students	
Principal	E. Findley Smith	864-296-1776
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

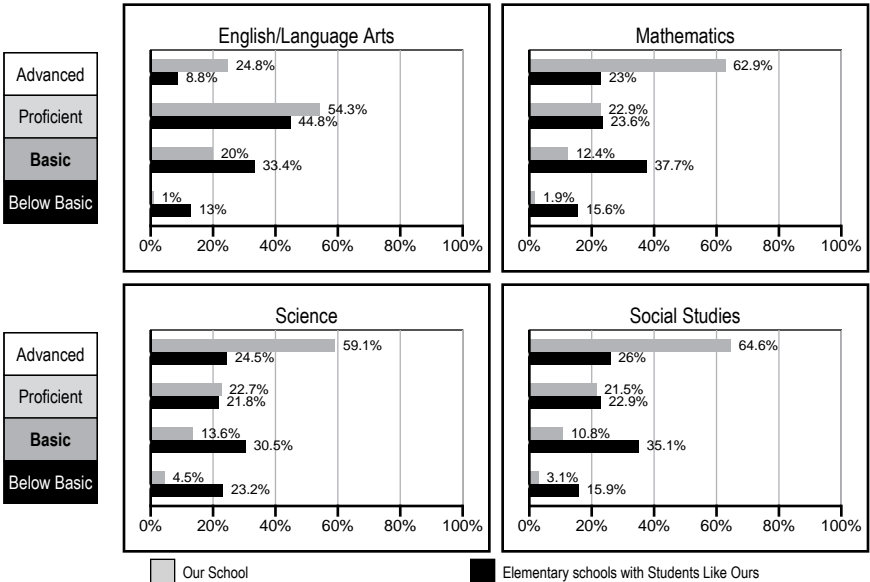
93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	26	39	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=182)				
First graders who attended full-day kindergarten	89.3%	Down from 100.0%	100.0%	100.0%
Retention rate	0.5%	Down from 2.2%	1.7%	2.3%
Attendance rate	96.3%	Up from 96.2%	96.6%	96.3%
Eligible for gifted and talented	28.7%	Up from 22.2%	18.2%	10.4%
With disabilities other than speech	4.3%	Down from 6.1%	6.5%	7.5%
Older than usual for grade	0.6%	Down from 1.3%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	75.0%	Down from 90.9%	61.0%	56.7%
Continuing contract teachers	83.3%	Down from 100.0%	79.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	No Change	87.9%	86.4%
Teacher attendance rate	93.5%	Down from 96.9%	95.1%	94.9%
Average teacher salary	\$52,101	Up 1.0%	\$46,664	\$45,345
Professional development days/teacher	12.4 days	Up from 9.6 days	12.6 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 21.9 to 1	19.7 to 1	18.5 to 1
Prime instructional time	86.4%	Down from 90.9%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Down from 98.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,579	Up 4.3%	\$6,488	\$7,052
Percent of expenditures for instruction*	69.2%	Up from 64.3%	70.3%	69.1%
Percent of expenditures for teacher salaries*	57.6%	Up from 56.9%	66.8%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Wright Elementary had a very successful 2007-08 school year. Faculty, staff, students, parents, and community friends worked together well. We enjoyed many accomplishments.

Our primary instructional goals were reading improvement through targeted interventions and the expansion of technology enhanced instruction in our classrooms. We also initiated our Merit Academy afterschool program to provide extra assistance to struggling learners. Our school received an "Excellent" Absolute score and a "Good" Improvement score on the state report card again. We were named a National Blue Ribbon School. We were recognized as a Palmetto Gold School.

Many of our students were recognized for outstanding work. Two were regional Science Fair winners. Successful student writers were named Principal's Star Writers and Young Authors. For the second consecutive year, a Wright School 5th Grader was named District Lieutenant Governors Essay Contest winner. A student from each grade was named the Spotlight Writer each quarter. One student was selected to receive the Governor's Good Citizen Award. Students were also recognized quarterly for various achievements and good character at our "Dog Tag" assemblies. During our annual Awards Day ceremony, students were recognized for honor roll, perfect attendance, Accelerated Reader, bringing up grades, and/or other special achievements. One student in each grade level received the "Wright Qualities" Award for displaying outstanding achievement and overall success throughout the school year. A student in each class was also awarded for being the "most improved."

Our 4th and 5th Grade students were involved in the Future Days program at Anderson University, and our "graduating" 6th Graders participated in a Clemson Science Investigators field experience.

To promote positive character traits and build leadership, our 6th graders served as the school's Safety Patrol and/or Media Mascots during the year. Our Student Council officers performed daily duties, such as making morning announcements and raising and lowering our flag. Selected 4th and 5th graders operated our school postal service.

Our Media Specialist, Pam Wright, was our Teacher of the Year.

Our PTO continued to support improvement in our school with activities such as our Fall Festival and daily recognitions of our staff during Teacher Appreciation Week.

At Wright Elementary School, we continue to be proud of our accomplishments and excited about our future.

Findley Smith, Principal
Hope Patterson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	24	17
Percent satisfied with learning environment	100.0%	91.7%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	88.2%
Percent satisfied with school-home relations	100.0%	95.8%	88.2%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	107	100	1	20	54.3	24.8	86.7	54.5	48.2	Yes	Yes
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Gender

Male	55	100	1.9	16.7	61.1	20.4	87	49.3	41.7	N/A	N/A
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Female	52	100	0	23.5	47.1	29.4	86.3	59.8	55	N/A	N/A
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Racial/Ethnic Group

White	104	100	1	19.6	54.9	24.5	87.3	58.8	60	Yes	Yes
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African American	3	I/S	I/S	I/S	I/S	I/S	I/S	35.1	31.7	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.2	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status

Disabled	12	100	8.3	33.3	50	8.3	58.3	24.8	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	42	100	0	31.7	53.7	14.6	78	42.8	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	107	100	1.9	12.4	22.9	62.9	89.5	55.5	45.8	Yes	Yes
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Gender

Male	55	100	1.9	13	24.1	61.1	88.9	56	45.6	N/A	N/A
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Female	52	100	2	11.8	21.6	64.7	90.2	54.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	104	100	2	11.8	22.5	63.7	89.2	58.9	59	Yes	Yes
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African American	3	I/S	I/S	I/S	I/S	I/S	I/S	38.5	26.9	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.7	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status

Disabled	12	100	8.3	50	16.7	25	58.3	29.8	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	42	100	2.4	19.5	29.3	48.8	85.4	45.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	68	100	4.5	13.6	22.7	59.1	81.8	50.2	35.7	96.3	96.2
Gender											
Male	34	100	6.1	9.1	27.3	57.6	84.8	52.3	37.4	96.1	96.1
Female	34	100	3	18.2	18.2	60.6	78.8	48.1	33.8	96.5	96.2
Racial/Ethnic Group											
White	67	100	4.6	13.8	21.5	60	81.5	55.1	49.2	96.3	96
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	28.2	17	95.3	96.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.5	24.9	99.9	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	26.1	14	95.7	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsidized meals	25	100	4.2	12.5	33.3	50	83.3	39.1	21.1	95.7	95.5
Social Studies											
All Students	67	100	3.1	10.8	21.5	64.6	86.2	44.8	34	96.3	96.2
Gender											
Male	38	100	2.7	10.8	21.6	64.9	86.5	49	36.6	96.1	96.1
Female	29	100	3.6	10.7	21.4	64.3	85.7	40.7	31.3	96.5	96.2
Racial/Ethnic Group											
White	65	100	3.2	9.5	22.2	65.1	87.3	48.3	44.5	96.3	96
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	30.7	19.1	95.3	96.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.5	99.9	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	24.2	14.4	95.7	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	97.4
Socio-Economic Status											
Subsidized meals	28	100	0	18.5	22.2	59.3	81.5	37.7	21	95.7	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	24	100	0	4.2	33.3	62.5	95.8
	4	28	100	0	3.6	75	21.4	96.4
	5	23	100	9.1	31.8	54.5	4.5	59.1
	6	21	100	5	45	25	25	50
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	3.7	3.7	48.1	44.4	92.6
	4	28	100	0	7.7	73.1	19.2	92.3
	5	28	100	0	21.4	64.3	14.3	78.6
	6	24	100	0	50	29.2	20.8	50
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	24	100	0	8.3	8.3	83.3	91.7
	4	28	100	N/AV	N/AV	N/AV	N/AV	N/AV
	5	23	100	4.5	13.6	31.8	50	81.8
	6	21	100	0	20	25	55	80
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	3.7	7.4	14.8	74.1	88.9
	4	28	100	0	19.2	19.2	61.5	80.8
	5	28	100	0	3.6	35.7	60.7	96.4
	6	24	100	4.2	20.8	20.8	54.2	75
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	12	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	28	100	0	3.6	39.3	57.1	96.4
	5	12	100	9.1	18.2	9.1	63.6	72.7
	6	11	100	10	30	40	20	60
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	14	100	7.1	0	21.4	71.4	92.9
	4	28	100	3.8	19.2	23.1	53.8	76.9
	5	14	100	N/AV	N/AV	N/AV	N/AV	N/AV
	6	12	100	8.3	33.3	33.3	25	58.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	12	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	28	100	3.6	10.7	14.3	71.4	85.7
	5	11	100	0	36.4	18.2	45.5	63.6
	6	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	13	100	N/AV	N/AV	N/AV	N/AV	N/AV
	4	28	100	7.7	19.2	23.1	50	73.1
	5	14	100	0	7.1	21.4	71.4	92.9
	6	12	100	0	8.3	25	66.7	91.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample